

Circular Letter No. 150

April 17, 1929

REPORT ON DIAGNOSTIC ENGLISH TEST I. (First
Three Years of High School)

GOVERNMENT OF PORTO RICO
DEPARTMENT OF EDUCATION
OFFICE OF THE COMMISSIONER
SAN JUAN

ADDRESS ALL OFFICIAL
COMMUNICATIONS TO THE
COMMISSIONER OF EDUCATION
SAN JUAN, P. R.

April 17, 1929.

Circular Letter No. 150

SUBJECT: REPORT ON DIAGNOSTIC ENGLISH TEST I. (First
Three Years of High School)
To Supervisors of Schools, Principals of High School,
and English Teachers of High Schools and of
Continuation Schools.

The report on results revealed by the Diagnostic English Test I in freshman, sophomore, and junior classes is attached hereto. It shows what parts of composition work are most difficult for the students; and it happens that in many cases the elements found most difficult are the ones most important. Give the report your careful study and compare with it your copies of your reports which you have kept. This will enable you to see how your classes rank in comparison with the general standard.

Give your classes exercises designed specifically to correct the errors as revealed in your classes. To the items revealed as most difficult give sufficient attention to correct them. A committee of teachers has prepared a few remedial exercises directly applying to the subject matter covered in Part A of the test; a copy of the exercises is enclosed.

The attached Distribution of Scores shows the medians for the three years. You will find it worth while to figure the median for your classes and compare it with the median of the total. Return the test papers to the students and tell them what is the median achievement for their class, reminding them, of course, that median achievement does not represent a goal to be satisfied with, one half of the students taking the test having exceeded that mark.

The medians given in the distribution of scores are rough medians, the formula $\frac{N+1}{2}$ being used. N is the number of students taking the test.

Three examples of figuring the median according to this formula follow:

Score	No. of cases
19	1
20	2
21	5
22	3
23	2
24	1
25	1
	<u>15</u>

$$\frac{N+1}{2} = \frac{15+1}{2} = \frac{16}{2} = 8, \text{ Median case.}$$

Counting down the column of cases, we find that the 8th case occurs opposite score 21. Thus 21 is the median score.

19	1
20	2
21	5
22	3
23	2
24	1
	<u>14</u>

$$\frac{N+1}{2} = \frac{14+1}{2} = \frac{15}{2} = 7.5, \text{ Median case.}$$

Counting down the column of cases we find that:

7th case occurs opposite score 21

8th case occurs opposite score 21

Thus the 7.5 case also occurs opposite score 21, which is the median score.

19	1
20	2
21	4
22	3
23	2
24	1
25	1
	<u>14</u>

$$\frac{N+1}{2} = \frac{14+1}{2} = \frac{15}{2} = 7.5, \text{ Median case}$$

Counting down the column of cases, we find that:

7th case occurs opposite score 21

8th case occurs opposite score 22

Thus the 7.5 case falls half way between score 21 and 22, at 21.5, which is the median score.

For further information on medians see Rugg's "Statistical Methods in Education," Kelley's "Statistical Methods," Garrett's "Statistics in Psychology and Education," and Orleans and Sealy's "Objective Tests."

Very sincerely yours,

(Signed) JUAN B. HUYKE,
Commissioner of Education.

vd/af
Enc.

DIAGNOSTIC ENGLISH TEST I, PARTS A AND B

DISTRIBUTION OF SCORES

Score.-No. of
students (cases)

		I II III IV				I II III IV				I II III IV				I II III IV			
		I	II	III	IV	40	6		2	60	76	15	18	81	21	20	18
						41	13	3	1	61	49	27	11	82	15	18	19
						42	12	6	2	62	47	22	20	83	24	15	13
19			1			43	22	5		63	60	21	15	84	13	9	22
20						44	23	7		64	42	30	16	85	19	12	13
21		1	2			45	27	6		65	47	25	20	86	14	10	11
22						46	24	8		66	51	29	18	87	7	17	14
23						47	28	9		67	46	31	24	88	14	18	10
24		1				48	26	12	2	68	45	16	23	89	9	12	12
25						49	35	13		69	28	30	25	90	5	8	3
26		2				50	26	11	5	70	30	33	36	91	4	8	8
27						51	44	14	1	71	42	23	27	92	9	3	7
28		1		1		52	38	14	5	72	31	29	29	93	5	4	1
29		2				53	51	20	5	73	29	31	20	94	1	1	3
30		1	1			54	51	16	5	74	54	34	18	95	4	2	5
31		1				55	42	15	3	75	27	20	17	96			2
32		2				56	57	18	14	76	39	20	17	97	1	1	3
33						57	54	16	8	77	36	13	28	98	1	1	6
34		1				58	45	21	14	78	24	28	18	99			
35		4	1			59	59	25	20	79	28	12	17	100			
36		8	1	1													
37		6		1													
38		6	2	2													
39		10	2														

TOTAL NO. STUDENTS:

1714930698

MEDIAN SCORE:

62 68 72

Total Number of Students: 3342

(A number of reports were received after tabulation had already been begun; such reports are not included in this distribution of scores, and thus the total number of students listed hereon does not show the total number of students included in the testing.)

FRESHMAN

English Diagnostic Test I
CHART ON FREQUENCY OF ERRORS

Total Number of Students: 1714

Part A

I. (Parts of speech)

1. adj. <u>113</u>	2. noun <u>188</u>	3. verb <u>145</u>
4. adv. <u>348</u>	5. gerund or verbal <u>1241</u>	6. verb <u>435</u>
7. prep. <u>265</u>	8. rel. pron <u>1033</u>	9. conj. <u>486</u>
		10. per pro. <u>675</u>

II. (Capitalization)

1. Monday <u>266</u>	(south <u>616</u>) English <u>168</u>
2. September <u>93</u>	West <u>768</u>
3. Mississippi <u>45</u>	River <u>784</u> American <u>187</u> (history <u>795</u>)
4. (high school <u>962</u>)	Spanish <u>139</u>
5. Captain <u>374</u>	Smith <u>20</u> (major <u>572</u>)

III. (Kinds of clauses)

1. 1st clause, ind., st. line <u>520</u>	2nd clause, ind., st. line <u>822</u>
2. 1st clause, dep., wavy line <u>671</u>	2nd clause, ind., st. line <u>657</u>
3. 1st clause, ind., st. line <u>735</u>	2nd clause, dep., wavy line <u>792</u>

(Kinds of sentences)

1. Compound <u>389</u>	2. Complex <u>702</u>	3. Complex <u>445</u>	4. Simple <u>31</u>
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IV. (Punctuation)

1. money <u>209</u>	
2. honorable; or honorable. Work <u>836</u>	books, <u>391</u>
typewriter, or typewriter <u>174</u>	
3. Carnegie, <u>313</u> birth, <u>395</u> riches; or riches. His <u>575</u>	
4. opponent, <u>625</u>	
5. Addams, <u>196</u> others, <u>260</u>	

V. (Analysis of sentences)

Subject	Verb	Object	Pred.	Obj.	Nom.	Complement
lists <u>655</u>	contain <u>645</u>	names <u>219</u>				
who <u>457</u>	were <u>1084</u>	people <u>1369</u>				
people <u>718</u>	elected <u>279</u>	Lincoln <u>197</u>				President <u>1143</u>

VI. (Pronouns)

1. whom <u>23</u>	2. his <u>269</u>	3. I <u>428</u>	4. their <u>171</u>	5. its <u>310</u>
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FRESHMAN

English Diagnostic Test I
CHART ON FREQUENCY OF ERRORS

Total Number of Students: 1714

Part B

I. (Verbs)

1. has <u>604</u>	2. does <u>614</u>	does <u>811</u>	3. being <u>768</u>
4. have <u>819</u>	5. seen <u>334</u>	6. been <u>415</u>	7. did <u>250</u>
7. did <u>552</u>	like <u>407</u>	8. remained <u>190</u>	

II. (Sentence structure)

1.-a <u>1294</u>	2.-b <u>283</u>	3.-b <u>208</u>	4.-a <u>1120</u>	5.-a <u>544</u>
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III. (Vocabulary, idioms, verb agreement)

1. fills or filled a) <u>#101</u> b) <u>#588</u>	2. fell a) <u>594</u> b) <u>761</u>
3. fell a) <u>205</u> b) <u>1007</u>	4. let a) <u>325</u> b) <u>86</u>
5. left a) <u>275</u> b) <u>859</u>	6. tell a) <u>188</u> b) <u>41</u>
7. said a) <u>185</u> b) <u>582</u>	8. accept a) <u>65</u> b) <u>106</u>
agreed a) <u>91</u> b) <u>1077</u>	9. earn a) <u>137</u> b) <u>1</u>
10. gain a) <u>266</u> b) <u>288</u>	11. won a) <u>205</u> b) <u>60</u>
12. reminds a) <u>207</u> b) <u>967</u>	remember a) <u>154</u> b) <u>76</u>
13. robbed a) <u>835</u> b) <u>862</u>	14. stole a) <u>504</u> b) <u>679</u>
15. prove a) <u>416</u> b) <u>367</u>	16. prove a) <u>434</u> b) <u>92</u>
proof a) <u>477</u> b) <u>42</u>	17. living <u>229</u> life <u>197</u>
18. this <u>273</u>	19. loose <u>515</u> lose <u>564</u>
20. choice <u>202</u>	choose a) <u>177</u> b) <u>24</u>
21. interesting <u>281</u>	interested <u>257</u>
23. clothes <u>527</u>	24. lecture <u>1139</u>
26. feast <u>757</u>	27. costumes <u>121</u>
28. admires a) <u>203</u> b) <u>1023</u>	surprised a) <u>206</u> b) <u>867</u>
29. assisting a) <u>833</u> b) <u>749</u>	attends a) <u>514</u> b) <u>857</u>
30. wish a) <u>251</u> b) <u>440</u>	31. is willing a) <u>1185</u> b) <u>639</u>
32. plot <u>1039</u>	

Following a give the number of errors made in choice of word; following b give the number of errors made in form of the verb tense, (errors in agreement of verb with subject, etc.). If a student's answer shows of the a type and the b type also, record the errors under each appropriate head.

SOPHOMORE

English Diagnostic Test I
CHART ON FREQUENCY OF ERRORS

Total Number of Students: 930

Part A

I. (Parts of speech)

1. adj. <u>77</u>	2. noun <u>109</u>	3. verb <u>54</u>
4. adv. <u>174</u>	5. gerund or verbal <u>847</u>	6. verb <u>264</u>
7. prep. <u>219</u>	8. rel. pro. <u>658</u>	9. conj. <u>280</u>
		10. per. pro. <u>387</u>

II. (Capitalization)

1. Monday <u>100</u>	(south <u>400</u>)	English <u>70</u>
2. September <u>35</u>	West <u>337</u>	
3. Mississippi <u>10</u>	River <u>147</u>	American <u>83</u> (history <u>420</u>)
4. (high school <u>451</u>)	Spanish <u>83</u>	
5. Captain <u>164</u>	Smith <u>8</u>	(major <u>330</u>)

III. (Kinds of clauses)

1. 1st clause, ind., st. line <u>349</u>	2nd clause, ind., st. line <u>411</u>
2. 1st clause, dep., wavy line <u>436</u>	2nd clause, ind., st. line <u>479</u>
3. 1st clause, ind., st. line <u>479</u>	2nd clause, dep., wavy line <u>479</u>

(Kinds of sentences)

1. Compound <u>185</u>	2. Complex <u>405</u>	3. Complex <u>236</u>	4. Simple <u>114</u>
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IV. (Punctuation)

1. money <u>148</u>	
2. honorable; or honorable. Work <u>547</u>	books, <u>204</u>
typewriter, or typewriter <u>87</u>	
3. Carnegie, <u>123</u>	birth, <u>144</u> riches; or riches. His <u>302</u>
4. opponent, <u>376</u>	
5. Addams, <u>66</u>	others, <u>112</u>

V. (Analysis of sentences)

Subject	Verb	Object	Pred. Nom.	Obj.	Complement
lists <u>382</u>	contain <u>244</u>	names <u>456</u>			
who <u>735</u>	were <u>612</u>		people <u>754</u>		
people <u>393</u>	elected <u>144</u>	Lincoln <u>480</u>		President <u>117</u>	

VI. (Pronouns)

1. whom <u>34</u>	2. his <u>158</u>	3. I <u>350</u>	4. their <u>71</u>	5. its <u>102</u>
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SOPHOMORE

English Diagnostic Test I
CHART ON FREQUENCY OF ERRORS

Total Number of Students: 930

Part B

I. (Verbs)

1. has <u>231</u>	2. does <u>249</u>	does <u>361</u>	3. being <u>364</u>
4. have <u>120</u>	5. seen <u>127</u>	6. been <u>209</u>	7. did <u>86</u>
7. did <u>258</u>	like <u>129</u>	8. remained <u>65</u>	

II. (Sentence structure)

1-a <u>604</u>	2-b <u>120</u>	3-b <u>70</u>	4-a <u>591</u>	5-a <u>279</u>
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III. (Vocabulary, idioms, verb agreement)

1. fills or filled a) <u>38</u> b) <u>337</u>	2. fell a) <u>161</u> b) <u>445</u>
3. fell a) <u>78</u> b) <u>474</u>	4. let a) <u>133</u> b) <u>46</u>
5. left a) <u>22</u> b) <u>355</u>	6. tell a) <u>80</u> b) <u>17</u>
7. said a) <u>91</u> b) <u>282</u>	8. accept a) <u>14</u> b) <u>53</u>
agreed a) <u>25</u> b) <u>551</u>	9. earn a) <u>40</u> b) <u>62</u>
10. gain a) <u>28</u> b) <u>152</u>	11. won a) <u>69</u> b) <u>275</u>
12. reminds a) <u>78</u> b) <u>302</u>	remember a) <u>62</u> b) <u>43</u>
13. robbed a) <u>315</u> b) <u>283</u>	14. stole a) <u>234</u> b) <u>320</u>
15. prove a) <u>211</u> b) <u>238</u>	16. prove a) <u>181</u> b) <u>73</u>
proof a) <u>152</u> b) <u>12</u>	17. living <u>64</u> life <u>80</u>
18. this <u>125</u>	19. loose <u>274</u> lose <u>255</u>
20. choice <u>67</u>	choose a) <u>64</u> b) <u>26</u>
21. interesting <u>98</u>	interested <u>84</u>
23. clothes <u>274</u>	24. lecture <u>406</u>
26. feast <u>317</u>	27. costumes <u>305</u>
28. admires a) <u>98</u> b) <u>511</u>	surprised a) <u>112</u> b) <u>392</u>
29. assisting a) <u>107</u> b) <u>463</u>	attends a) <u>151</u> b) <u>512</u>
30. wish a) <u>16</u> b) <u>200</u>	31. is willing a) <u>537</u> b) <u>315</u>
32. plot <u>259</u>	

Following a give the number of errors made in choice of word; following b give the number of errors made in form of the verb tense, (errors in agreement of verb with subject, etc.). If a student's answer shows errors of the a type and the b type also, record the errors under each appropriate head.

COMMENT. It is again important to note that the order of difficulty is practically the same for all three years.

Rule 6, which is the most difficult, is a very important rule and should be given sufficient attention that the students learn it.

Question V. Analysis of Sentence.

Rank			
(1)	who	people (pred. nom.)	people (pred. nom.)
(2)	people	who	who
(3)	President	President	were
(4)	were	were	President
(5)	people (subj.)	Lincoln	names
(6)	lists	names	Lincoln
(7)	contain	people (subj.)	people (subj.)
(8)	elected	lists	lists
(9)	names	contain	contain
(10)	Lincoln	elected	elected

COMMENT. Students have a limited knowledge of relative pronouns as shown by question I. It again appears here, inasmuch as who, the subject of the verb were, ranks high in order of difficulty.

Predicate nominative shares honors with the relative pronoun in rank. It might be said that the predicate nominative is not a very common construction and therefore does not deserve much attention. But as in sentence 3 of question VI it appears in a very common use and is important enough to deserve thorough remedial work.

In all cases the percentage of mistakes is sufficiently high to merit close attention. Students should be able to recognize subjects and predicates.

Question VI. Pronouns.

Rank

(1)	I	I	I
	its	his	his
	his	its	its
	their	their	their
	whom	whom	whom

COMMENT. The predicate nominative I heads the list with about one third of all students missing it.

Its and his share honors as the next most difficult. This is explained, as the students are influenced by Spanish to make these mistakes. On the whole the percentage of errors for this question is not high.

English Diagnostic Test I
CHART ON FREQUENCY OF ERRORS

Total Number of Students: 698

Part A

I. (Parts of speech)

1. adj. <u>25</u>	2. noun <u>46</u>	3. verb <u>20</u>
4. adv. <u>69</u>	5. gerund or verbal <u>525</u>	6. verb <u>149</u>
7. prep. <u>106</u>	8. rel. pro. <u>372</u>	9. conj. <u>118</u>
		10. per. pro. <u>253</u>

II. (Capitalization)

1. Monday <u>107</u>	(south <u>242</u>)	English <u>67</u>
2. September <u>41</u>	West <u>254</u>	
3. Mississippi <u>6</u>	River <u>226</u>	American <u>65</u> (history <u>207</u>)
4. (high school <u>195</u>)	Spanish <u>62</u>	(major <u>210</u>)
5. Captain <u>122</u>	Smith <u>5</u>	

III. (Kinds of clauses)

1. 1st clause, ind., st. line <u>222</u>	2nd clause, ind., st. line <u>285</u>
2. 1st clause, dep., wavy line <u>221</u>	2nd clause, ind., st. line <u>242</u>
3. 1st clause, ind., st. line <u>221</u>	2nd clause, dep., wavy line <u>194</u>

(Kinds of sentences)

1. Compound <u>117</u>	2. Complex <u>275</u>	3. Complex <u>143</u>	4. Simple <u>17</u>
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IV. (Punctuation)

1. money <u>61</u>			
2. honorable; or honorable.	Work <u>377</u>	books, <u>145</u>	
typewriter, or typewriter	<u>42</u>		
3. Carnegie, <u>76</u>	birth, <u>91</u>	riches; or riches.	His <u>114</u>
4. opponent, <u>253</u>			
5. Addams, <u>56</u>	others, <u>72</u>		

V. (Analysis of sentences)

Subject	Verb	Object	Pred. Nom.	Obj. Complement
lists <u>179</u>	contain <u>114</u>	names <u>308</u>		
who <u>496</u>	were <u>391</u>		people <u>535</u>	
people <u>219</u>	elected <u>86</u>	Lincoln <u>260</u>		President <u>449</u>

VI. (Pronouns)

1. whom <u>6</u>	2. his <u>108</u>	3. I <u>223</u>	4. their <u>27</u>	5. its <u>6</u>
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English Diagnostic Test I
CHART ON FREQUENCY OF ERRORS

Total Number of Students: 698

Part B

I. (Verbs)

1. has	<u>120</u>	2. does	<u>129</u>	does	<u>173</u>	3. being	<u>212</u>
4. have	<u>247</u>	5. seen	<u>70</u>	6. been	<u>104</u>	7. did	<u>46</u>
7. did	<u>117</u>	like	<u>87</u>	8. remained	<u>20</u>		

II. (Sentence structure)

1.- a	<u>340</u>	2.-b	<u>94</u>	3.-b	<u>53</u>	4.-a	<u>451</u>	5.-a	<u>175</u>
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III. (Vocabulary, idioms, verb agreement)

1. fills or filled a)	<u>#13</u>	b)	<u>#173</u>	2. fell a)	<u>101</u>	b)	<u>217</u>
3. fell a)	<u>49</u>	b)	<u>291</u>	4. let a)	<u>88</u>	b)	<u>21</u>
5. left a)	<u>33</u>	b)	<u>179</u>	6. tell a)	<u>47</u>	b)	<u>10</u>
7. said a)	<u>48</u>	b)	<u>144</u>	8. accept a)	<u>7</u>	b)	<u>50</u>
agreed a)	<u>15</u>	b)	<u>322</u>	9. earn a)	<u>23</u>	b)	<u>36</u>
10. gain a)	<u>51</u>	b)	<u>84</u>	11. won a)	<u>27</u>	b)	<u>189</u>
12. reminds a)	<u>52</u>	b)	<u>347</u>	remember a)	<u>41</u>	b)	<u>32</u>
13. robbed a)	<u>170</u>	b)	<u>206</u>	14. stole a)	<u>123</u>	b)	<u>206</u>
15. prove a)	<u>104</u>	b)	<u>158</u>	16. prove a)	<u>114</u>	b)	<u>32</u>
proof a)	<u>97</u>	b)	<u>11</u>	17. living	<u>32</u>	life	<u>33</u>
18. this	<u>88</u>	19. loose	<u>140</u>	lose	<u>130</u>		
20. choice	<u>31</u>	choose a)	<u>24</u>	b)	<u>17</u>		
21. interesting	<u>34</u>	interested	<u>33</u>	22. clothes	<u>260</u>		
23. clothes	<u>170</u>	24. lecture	<u>222</u>	25. festival	<u>204</u>		
26. feast	<u>205</u>	27. costumes	<u>163</u>				
28. admires a)	<u>62</u>	b)	<u>333</u>	surprised a)	<u>71</u>	b)	<u>276</u>
29. assisting a)	<u>144</u>	b)	<u>168</u>	attends a)	<u>222</u>	b)	<u>339</u>
30. wish a)	<u>71</u>	b)	<u>124</u>	31. is willing a)	<u>360</u>	b)	<u>205</u>
32. plot	<u>155</u>						

Following a give the number of errors made in choice of word; following b give the number of errors made in form of the verb tense, (errors in agreement of verb with subject, etc.). If a student's answer shows errors of the a type and the b type also record the errors under each appropriate head.

1. 61. C.L.#150 SUBJECT MATTER COVERED AND REFERENCES TO
TEXTS

Diagnostic English Test I

Part A

Question I. Parts of speech. T#457-486, L&H#58-126, C#58

II. Capitalization. T 241-247, L&H 203-205, C 82
Capital letters are used

1) to begin the names of the days of the week and of the months but not of the seasons (Sentence 1, 2)

2) to begin the names referring to a section of the country but not of the points of the compass (Sentence 1, 2)

3) to begin adjectives designating a language or a race (Sentence 4)

4) to begin proper names and all important words used as or in proper names (Sentence 3, 4)

III. Kinds of clauses; kinds of sentences according to structure T 159-185, L&H 141-151, C 58, R 8-14, 30-38

IV. Punctuation. T 211-241, L&H 183-192, C 91

1. An adverbial clause which precedes the main clause is set off by commas. (Sent. 1) T 213, L&H 186, C 91c

2. Words, phrases, clauses in a series are separated by commas. (Sent. 2) T 213, L&H 186

3. An appositive modifier is set off by commas. (Sent. 3) T 212, L&H 187, C 91e

4. A comma is used to separate parts of a sentence which might erroneously be read together. T 218, L&H 189, C 91 (Sent. 4)

5. A comma is used to set off a non-restrictive clause. T 214, L&H 187, C 91d (Sent. 5)

6. The semi-colon is used between co-ordinate clauses which are not joined by a conjunction. (Sent. 2, 3) T 221, L&H 192, C 92s

V. Analysis of sentence. T 461-462, L&H 141-151, R 1-7
Subject, predicate, object, predicate noun, object comp.

VI. Pronouns. T 253-259, 462; L&H 128, C 50

1. The object of a preposition is in the objective case. (Sent. 1)

2. Nouns or pronouns connected by the verb to be agree in case. (Sent. 3)

3. A pronoun agrees with its antecedent in person, gender, and number but not in case. (Sent. 2, 4, 5)

#T- Tanner, Composition and Rhetoric.

#L&H- Lewis and Holic, New Practical English for High Schools.

#C- Century Handbook.

Diagnostic English Test I

Part B

- I. Verbs L&H 131-138, R 54-61, C 34
- Sentence 1. 3rd per. sing. act. pres. perf., have
 2. 3rd per. sing. act. pres. emp. do
 3. being used to form prog. pres. pass.
 4. 3rd per. pl. act. pres. have
 5. past perf. see participle in
 6. been used in past perf. pass.
 7. 3rd. per. pl. act. past, like and do
 8. sequence of tenses (past following past)

II. Idiomatic constructions.

- Sentence 1. Position of noun and participle in nominative absolute construction.
 2. Use of infinitive following such verbs as wish, want, etc. R 66
 3. Use of infinitive in place of gerund. R 67
 4. Subjunctive in past perfect. R 68
 5. Position of direct object R 71

III. Meaning and use of words; idioms.

- | | | |
|-----------------------------|---------------------|-------------|
| 1. fill, feel, fall | { Sent. 1, 2, 3 } | <u>R 39</u> |
| 2. lead, leave, let | { Sent. 4, 5 } | <u>R 41</u> |
| 3. say, tell | { Sent. 6, 7 } | <u>R 43</u> |
| 4. accept, agree | { Sent. 8 } | <u>R 45</u> |
| 5. win, earn, gain | { Sent. 9, 10, 11 } | <u>R 47</u> |
| 6. remind, remember | { Sent. 12 } | <u>R 48</u> |
| 7. steal, rob | { Sent. 13, 14 } | <u>R 49</u> |
| 8. proof, prove | { Sent. 15, 16 } | <u>R 51</u> |
| 9. life, live, living | { Sent. 17 } | <u>R 52</u> |
| 10. this, these | { Sent. 18 } | |
| 11. loose, lose | { Sent. 19 } | <u>R 74</u> |
| 12. choice, choose | { Sent. 20 } | <u>R 74</u> |
| 13. interesting, interested | { Sent. 21 } | <u>R 75</u> |
| 14. cloths, clothes | { Sent. 22, 23 } | <u>R 77</u> |
| 15. lecture, conference | { Sent. 24 } | <u>R 83</u> |
| 16. feast, festival | { Sent. 25, 26 } | <u>R 84</u> |
| 17. costumes, customs | { Sent. 27 } | <u>R 78</u> |
| 18. admire, surprise | { Sent. 28 } | <u>R 85</u> |
| 19. assist, attend | { Sent. 29 } | <u>R 86</u> |
| 20. wish, to be willing | { Sent. 30 } | <u>R 89</u> |
| 21. argument, plot | { Sent. 32 } | <u>R 84</u> |

DEGREE OF DIFFICULTY OF SUBJECT MATTER

Diagnostic English Test I

Rules referred to by number are to be found in the accompanying statement of subject matter covered in the test.

Rules are ranked according to decreasing difficulty, the most difficult being first and the least difficult last.

Part A

Freshman

Sophomore

Junior

Question I. Parts of Speech.

gerund
rel. pro.
per. pro.
conj.
verb (will)
adv.
prep.
noun
verb (knows)
adj.

gerund
rel. pro.
per. pro.
conj.
verb (will)
prep.
adv.
noun
adj.
verb (knows)

gerund
rel. pro.
per. pro.
verb (will)
conj.
prep.
adv.
noun
adj.
verb (knows)

COMMENT. The most important item revealed here is the fact that students find it difficult to recognize a conjunction. If a student cannot recognize a conjunction, he cannot understand clauses and sentence structure. Consequences are that he cannot understand how to correct the type of exceedingly long sentences which constitute a common type of error; likewise he is unable to recognize compound subjects and compound predicates, the knowledge of which is necessary in order to find the correct form of the verb.

The above is also true with relation to the relative pronoun which serves as a connective element.

The fact that the gerund was missed so many times indicates that the teaching of grammar, at any rate, has not been carried to detailed length. Evidently we are not guilty of being overly technical in that respect.

It is observed that the parts of speech in their ranking according to difficulty occupy relatively the same position for all three years. However, by comparing the number of mistakes made in the junior year with the number of juniors we find that the percentage of errors in that class is less than in other years.

Question II. Capitalization

The largest number of mistakes in a single item was made in capitalizing words that should be written with small letters and not in the omission of capitals from words that should be capitalized.

Rule 4
Rule 2
Rule 1
Rule 3

Rule 2
Rule 4
Rule 3
Rule 1

Rule 2
Rule 4
Rule 1
Rule 3

COMMENT. For all three years rules 4 and 2 are more difficult than 3 and 1.

The use of rule 2 is clear and therefore is should be easy to present the remedial work necessary to give the students an understanding of this rule. Rule 4 varies in practice, but in order to simplify remedial work teach the rule as shown by the Key; sentences 3, 4, and 5 contain examples of this rule.

Question III

The recognition of dependent and independent clauses appears to be almost of equal difficulty.

Kinds of sentences:

No. 2 (Complex)
No. 3 (Complex)
No. 1 (Compound)
No. 4 (Simp.)

No. 2
No. 3
No. 4
No. 1

No. 2
No. 3
No. 4
No. 1

COMMENT. The order of difficulty shows that on the whole the complex sentence is the most difficult.

This may be accounted for because of the larger number of connectives used in complex sentences, and the lack of knowledge of conjunctions makes it difficult to recognize the various kinds of sentences. A consequence of this lack of knowledge is that students that cannot recognize the different kinds of sentences cannot punctuate.

Question IV. Punctuation.

Rule 6
4
3
2
5
1

Rule 6
4
2
3
1
5

Rule 6
4
2
3
5
1

COMMENT. It is again important to note that the order of difficulty is practically the same for all three years.

Rule 6, which is the most difficult, is a very important rule and should be given sufficient attention that the students learn it.

Question V. Analysis of Sentence.

Rank			
(1)	who	people (pred.nom.)	people (pred.nom.)
(2)	people	who	who
(3)	President	President	were
(4)	were	were	President
(5)	people (subj.)	Lincoln	Lincoln
(6)	lists	names	names
(7)	contain	people (subj.)	people (subj.)
(8)	elected	lists	lists
(9)	names	contain	contain
(10)	Lincoln	elected	elected

COMMENT. Students have a limited knowledge of relative pronouns as shown by question I. It again appears here, inasmuch as who, the subject of the verb were, ranks high in order of difficulty.

Predicate nominative shares honors with the relative pronoun in rank. It might be said that the predicate nominative is not a very common construction and therefore does not deserve much attention. But as in sentence 3 of question VI it appears in a very common use and is important enough to deserve thorough remedial work.

In all cases the percentage of mistakes is sufficiently high to merit close attention. Students should be able to recognize subjects and predicates.

Question VI. Pronouns.

Rank			
(1)	I	I	I
	its	his	his
	his	its	its
	their	their	their
	whom	whom	whom

COMMENT. The predicate nominative I heads the list with about one third of all students missing it.

Its and his share honors as the next most difficult. This is explained, as the students are influenced by Spanish to make these mistakes. On the whole the percentage of errors for this question is not high.

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Part B

Question II

4a
1a
5a
2b
3b

1a
4a
5a
2b
3b

4a
1a
5a
2b
3b

COMMENT. The freshman and sophomore years show a heavy percentage of errors; there is considerable improvement in the junior year. In all cases the errors in the first sentence is sufficiently common as to merit class attention.

Question III

Vocabulary, Idioms, Verb Agreement.

There are 26 blanks to be filled requiring the student to make a choice of word and also give the right form of the verb. In choice of word the following mistakes were made:

8,803

3,350

2,157

In form of verb:

13,872

7,056

4,170

Of fifteen blanks requiring only choice of word:

8,271

4,550

1,900

COMMENT. There being 1714 freshman and 26 blanks on verbs, the total number of answers is 44,564. The percentage of errors in form of verbs is 30%.

There being 930 sophomores and 26 blanks on verbs, the total number of answers is 24,180. The percentage of errors in form of verbs is 29%.

There being 698 juniors and 26 blanks on verbs, the total number of answers is 18,148. The percentage of errors in form of verbs is 23%.

The order of difficulty for choice of words in all blanks:

is willing
plot
lecture
robbed

lecture
clothes
festival
robbed

is willing
clothes
lecture
attends

festival
feast
costumes
fell (2)
clothes
won
lose
assisting
loose
stole
attends
proof
prove
let
interesting
left
this
gain
admires
wish
interested
living
fell (3)
won
surprised
reminds
choice
life
tell
said
choose
remember
earn
agreed
accept

feast
is willing
costumes
plot
loose
lose
stole
prove
assisting
fell (2)
proof
attends
let
this
surprised
admires
interesting
gain
said
wish
interested
tell
reminds
life
fell (3)
choice
choose
won
living
remember
left
earn
fill
agreed
accept

feast
festival
robbed
costumes
plot
assisting
loose
lose
stole
prove
fell (2)
proof
this
let
wish
surprised
admires
gain
reminds
fell (3)
said
tell
remember
interesting
interested
left
life
living
choice
won
choose
earn
agreed
fill
accept

EXERCISES FOR USE FOLLOWING DIAGNOSTIC
ENGLISH TEST I

On Part A, question I. Parts of Speech. In each group of sentences select the parts of speech indicated in the heading of each group.

Nouns.

1. The school magazine published all the stories Florence wrote.
2. Congress has power to limit commerce between the United States and foreign countries.
3. Many tourists visit San Juan.

Pronouns.

1. I am much younger than she.
2. These are yours, and those belong to Jane.
3. Everybody said he had a good time.
4. The story which Mary read was interesting.
5. He wishes to do the work himself.

Adjectives.

1. John has the most beautiful red automobile I have ever seen.
2. The English examination will be held to-morrow.
3. What color is the new book?
4. During the war suspicious persons were confined in restricted districts.
5. Many beautiful flowers grow in my mother's garden.

Adverbs.

1. The train stopped suddenly.
2. He stood just below the window.

Encl. C.L. #150

3. She plays the piano well.
4. The eagle flies very high.
5. There is too much noise in the room.
6. The boy works rather diligently.
7. The commencement exercises were held here.
8. John ran faster than the other boys.

Prepositions.

1. The story was written by a member of the class.
2. Everyone was told about the contest.
3. The soldiers marched through the arch of triumph.
4. I disagree with you.
5. The apple rolled under the table and behind the door.
6. No one is at home to-day.
7. The plane circled above the city before it landed.

Verbs.

1. He did the work before he went to school.
2. I wish that you had been there.
3. The boy is playing base ball, and his sister is watching him.
4. John thinks that he can come.
5. The ship cuts the water as swiftly as a bird flies.

Conjunctions.

1. I hoped Henry would come in time for dinner, but he missed the train.
2. The boys and girls were dancing.
3. Neither Mary nor Ann brought her bathing suit.

Encl. C.L.#150.

4. He accepted the invitation although he was not anxious to attend.
5. They could climb no more because darkness overtook them.
6. I will not go unless you accompany me.
7. I did not know you were here until father told me.
8. He must pass the house as he drives to Washington.
9. Mr. Sargent will speak here if he is asked.
10. He gets poor grades, yet he is a bright boy.

On question II. Capitalization.

Make the necessary corrections in the following sentences:-

1.

My favorite season is spring, my favorite month is may, and my favorite day of the week is saturday.

He grew up in the west.

The policeman said, "go west a mile and then south."

I entered a high school in the southwest when i was twelve years old.

although japanese art is very finely wrought, he prefers grecian art.

As my vacation always comes during the summer I have never traveled through the south.

2.

Sir walter raleigh, an english explorer, attempted to establish a colony on virginian soil.

Many french catholics made settlements along the great lakes.

The armistice was signed on monday, november 11, 1918. Every year we celebrate armistice day.

American troops were transported to france in english and french vessels.

The italian forces routed the austrian army.

The spanish galleons were conquered by the waves and by the english armada.

3.

in august 1492 christopher columbus sailed from the port of palos in spain to discover a short route to the east. He had three Sailing Vessels, the Niña the Santa maria and the pinta. in october he landed on an Island of the west indies and claimed the land in the name of Ferdinand and isabella, the spanish rulers. Often in the long voyage across the Broad Atlantic the sailors wished to turn back; but to all entreaties and threats Columbus replied, "sail on!"

4.

On armistice day, thursday november 11, 1921 a memorial was dedicated to an unidentified american soldier who had laid down his life in the world war. A beautiful resting place had been chosen in arlington cemetery, just outside of washington. Speaking at the of the unknown soldier, warren g. harding, president of the united states repeated the words of the lord's prayer.

On question III. Kinds of clauses.

Note

I. Connectives for parts of compound sentences.

Along with this point in grammar it is profitable to introduce into the working vocabulary of the student the valuable list of connectives in Tanner, page 166. Poor sentences which appear to be the result of incoherent thinking are frequently caused by lack of vocabulary of suitable connectives.

2. Subordinate clauses.

The study of such sentence groups as are found on page 179 of Tanner (as well as the phrases on page 164) not only help the student to recognize the two kinds of clauses but also to improve his sentence expression. The dullness and monotony so often noticeable in students' English is frequently due to lack of proper subordination of ideas. Generally the student does not recognize the fault, or recognizing it, does not know the value of the subordinate clause as a remedy.

Draw a straight line under each independent clause, and a wavy line under each dependent clause.

1. The contents of the book are of little value, but the binding is very attractive.

2. What you are speaks so loud that I cannot hear what you say.

3. Toward evening the old stage coach came rattling up to the inn at the crossroads.

On question V. Sentence Analysis.

Note

A word has been chosen whose very identity of form helps to show more clearly the variety of uses.

Subject

The paint in those cans is good.

Predicate

The owners paint that house every spring.

Object (direct)

The workmen are using the old paint.

Object (indirect)

The advertisers give the enamel paint much notice.

Objective complement

They call that queer mixture paint.

Predicate nominative.

That liquid in the other can is the new paint.

Encl. C.L. #150

List in the appropriate columns below the information called for.

Subject	Verb	Object	Pred. Nom.	Object Complement

1. The magazine for May contains several articles which are excellent for the classes in science.

2. The soldiers chose an Airedale dog their mascot.

On question VI. Pronouns.

Fill the blanks with the correct form of the pronoun.

1. I wonder who will win, you or ____ (her, she)
2. My brother asked May and ____ (I, me) to go to the theatre with ____ (he, him)
3. ____ do you think it is? (whom, who) It seems to be ____ (she, her)
4. Every body except ____ enjoyed the play. (him, he)
5. Should anyone ask where you are going do not tell ____ (them, him)
6. She gave the candy to Mother and ____ (myself, me)
7. Though John is two years younger than ____ he is in the same grade. (them, they)
8. Let ____ do the work. (we us)